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Board of Trustees Minutes, September 25, 1964

Eastern Washington State College

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Eastern Washington State College

MINUTES OF BOARD OF TRUSTEES MEETING

Friday, September 25, 1964

Spokane Club

Dinner, 6:30 p.m., Business Meeting, 7:30 p.m.

The Board of Trustees of Eastern Washington State College met in business session at eight o'clock, Friday, September 25, 1964, in the Crystal Room of the Spokane Club. Those present were Messrs. Harvey Erickson and Melvin B. Voorhees, and Mrs. Robert Tanke, members; Dr. Don S. Patterson, president of the college, Fred S. Johns, secretary of the board, Mr. Henry Koslowsky, Director of Public Information, Dr. Robert F. Bender, representing the Faculty Organization, Dr. Wayne Loomis, Associate Director of Research, Mr. T. T. Wall, Director of Purchasing, EWSC, and Mr. John Ayers, from the State Division of Purchasing. Curt Leggett and Roger Clauson were in attendance representing the Student Union Board.

APPROVAL OF MINUTES

It was moved by Mrs. Tanke, seconded by Mr. Voorhees, that the minutes for the meeting of August 28, 1964, be approved. Motion carried.

* * * * *

It was moved by Mr. Voorhees, seconded by Mrs. Tanke, that the resignations, new appointments, and travel as shown below be approved. Motion carried.

RESIGNATIONS

Robert B. Smawley, Director of Research, as of October 31, to accept a position at West Virginia University
Glenda Alexander, business office, Clerk-typist I, payroll department, as of September 25 plus 8 days accrued vacation
Mary Murray, Clerk-typist II, office of Director of Research, as of September 18 plus 1 day accrued vacation

NEW APPOINTMENTS

Academic

Vicente Romano, as Assistant Professor of Spanish, at \$7,535 for academic year 1964-65
William A. Rockie, as Lecturer in Geography, for fall quarter at \$2,600 (replacement for Mr. Rajala, SLA)
Elizabeth Grunder, Visiting Instructor in English, for fall quarter at base pay of \$6,000, or \$2,036 for the quarter
Margaret Whitfield, Visiting Instructor in English, for the fall quarter, at base pay of \$6,000, or \$542 to teach one four-hour course

Non-academic

Bernadine Wottlin, as Clerk-typist I, business office, payroll department, at \$254 per month as of September 25 (replacement)

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Marsha Van Cleef, Clerk-typist I, Library, as of September 15
at \$254 per month (replacement)
Cheryll Lovell, Clerk-typist I, business office, accounting department, at \$254 per month as of September 8 (replacement)
Judith Schweikert, Secretary-stenographer II, admissions office, at \$315 per month as of September 10 (replacement)
Claudia Lium, Clerk-typist I, Division of HPERA, as of September 14 on eleven months' basis at \$254 per month (replacement)
Frances Lindberg, Clerk-typist II, office of Director of Research, at \$289 per month as of September 21 (replacement)
Joanne Hoversland, Secretary-stenographer II, Division of Science, at \$315 per month as of September 21 (replacement)
Jerry A. Anderson) student KEWC managers at \$30 per month each
John R. Reed) (plus \$25 per month each from ASB funds on time sheets)

TRAVEL

John H. Lothspeich, Associate in Field Services, to attend Air Force Higher Education Conference, Colorado Springs, October 21-23, transportation and per diem, approximately \$200
Don S. Patterson, President, to attend meeting of Federal Accrediting Association, Washington, D. C., October 10-14, no expense
Glenn Kirchner, Associate Professor of PE, to attend elementary school workshop, Yuba City, California (on program), October 30-Nov. 2, travel and per diem
John E. Casey, Associate Professor of Psychology, to attend University of California short course on Minimal Brain Damage, San Francisco, September 16-21, \$145 toward travel

ELECTION OF CHAIRMAN

Mrs. Tanke and Mr. Erickson suggested that Mr. Voorhees be named chairman of the board for the coming year. Mr. Voorhees stated that, while he is willing to assume the responsibility, his profession requires a great amount of travel and he would often be unavailable to sign documents. He suggested that Mr. Erickson be named vice-chairman with authority to sign all documents for the board. It was moved by Mrs. Tanke that Mr. Voorhees be elected chairman of the board and that Mr. Erickson be elected vice-chairman with full authority to sign documents and act for the chairman when the latter is outside of the Spokane area. The motion was seconded by Mr. Voorhees and was carried. Mr. Voorhees assumed the chair.

APPEARANCE OF ARCHITECTS

Representatives of the following five architectural firms appeared and described their qualifications and work to the board:

Carlson and James	DeNeff, Deeble and Barton
Trogdon-Smith	Culler, Gale, Martell and Eriicson
Kenneth W. Brooks	

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After the appearance of the architects, Mr. Erickson suggested that the board consider the selection of architects for specific projects in executive session at the end of the meeting. The chairman accepted this suggestion.

REVIEW AND APPROVAL OF 1965-67 OPERATING BUDGET

Mr. Johns presented the budget estimates for the 1965-67 biennium and recommended their approval for submission to the State Budget Director. He described the criteria used in drawing up the budget and reported that the total estimated expenditures from all funds are \$10,680,734 and that the requested general fund appropriation is \$9,510,334. After discussion of the major elements in the budget, it was moved by Mrs. Tanke and seconded by Mr. Erickson that the budget estimates be approved and be transmitted to the State Budget Director. The motion was carried.

DISCUSSION PAPER BY COUNCIL OF PRESIDENTS

Dr. Patterson reported on discussions held by the five presidents concerning the problem of providing for the increasing number of college and university bound youth and other extended secondary school opportunities. (See Document of Five Presidents attached) He said that it was his feeling that the existing five institutions should maximize the utilization of their facilities and that planning should be begun immediately for a sixth four-year institution in the state. He suggested that the Board of Trustees might want to make a recommendation on this subject at the October meeting. The chairman agreed that this item should be placed on the agenda for the October meeting.

CHANGE ORDERS

Dr. Loomis reported on the following change orders and recommended their approval:

- Change Order # 1 to Contract 64-245 E, addition and alterations to Electrical Distribution System, replacing Pole B, which was found unsafe, with new 45 ft. Class 2 WRC Pole --- \$580.00
- Change Order to Contract 64 - 245 E, to replace underground conduit so as to bypass manhole E 11A and thus provide a straight run ----- 287.00
- Change Order to Steam Distribution System, Peck and Gale, cancellation of relocation and credit on materials-- \$340.00

It was moved by Mr. Erickson and seconded by Mrs. Tanke that the change orders be approved. Motion carried.

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CONSIDERATION OF BIDS ON RELOCATION OF WOODWARD FIELD

Mr. Johns reported that bids had been opened earlier in the day in Olympia for the relocation of Woodward Field and that there were two bidders: N. A. Degerstrom, Inc., \$34,501.50, and Stagman and Roberts, \$39,163.50. He said that the original budget set for this project was \$29,200 but that the project engineer, Mr. Clarence Simpson, had submitted an estimate of \$36,034 on September 12. Dr. Loomis explained that the increase in the estimate was due to enlargement of the scope of the work requested by the college. Mr. Erickson moved that a contract be awarded to N. A. Degerstrom, Inc., on the basis of their low bid. The motion was seconded by Mrs. Tanke and carried.

ACCEPTANCE OF CONTRACT WITH PURVIS CONSTRUCTION COMPANY

Dr. Loomis reported that the corrected roofing warranty bond had not yet been received from the contractor. Acceptance of this contract was passed over to the next meeting for this reason.

INFORMATIONAL ITEMS

A. Dr. Patterson reported that an error by an electrical contractor Kehna-Crabtree, on September 24 in switching over to the new electrical distribution system had sent 208 volts through the circuits of Monroe Hall, Senior Hall and the President's Home. He said that approximately forty appliances, mainly small appliances in the girls' dormitories, were damaged and were being tagged and assembled for replacement by the contractor. L

B. The attached financial report from the Student Union Board was presented.

C. The board was given copies of the attached Industrial Arts Program.

D. Mr. Johns reported on a claim against the college by Power City Electric Company in the amount of \$5,000 and on developments in the discussions with four contractors billed for repairs to paving in front of Tawanka Commons. He said that he would review these matters further with the Assistant Attorney General assigned to the college and would report at the next meeting.

E. Dr. Patterson reported on correspondence between Mr. Johns and Warren Bishop, State Budget Director, on the state auditor's reports for 1961-62 and 1962-63.

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F. Mr. Johns reported that five liens had been filed against the retainage on the contract with Purvis Construction Company and five liens against the retainage of Finn Hill Nursery.

G. Dr. Loomis reported on the progress of landscaping at the Hall of Sciences.

H. Mr. Johns reported on the investment of proceeds of the Dryden Hall interim financing loan from Seattle-First National Bank

NEW BUSINESS

Mr. Voorhees noted that the subject of athletic grants-in-aid will probably come up again at the fall meeting of the joint board. He suggested that the Board of Trustees should review its position on the subject before the meeting of the joint board. Dr. Patterson suggested that the Director of Athletics be invited to the October meeting of the board for discussion of this topic.

APPOINTMENT OF ARCHITECTS

Mrs. Tanke asked Dr. Loomis for his recommendations of architects for the next dormitory units and student union. Dr. Loomis asked Roger Clauson, chairman of the Student Union Board of Control, to present his recommendations. Mr. Clauson said that his first choice was Walker and McGough.

Dr. Loomis reported that the administration had reviewed plans for building additional dormitories and recommended on the basis of this review that a second tower dormitory to house 340 men adjacent to Pearce Hall be started next summer for occupancy in the fall of 1966, and that a women's dormitory for 250 be begun in the summer of 1966 adjacent to Dryden Hall for occupancy in the fall of 1967. He recommended the appointment of Culler, Gale, Martell and Ericson for the men's dormitory and Trogdon-Smith for the women's dormitory.

The Board of Trustees went into executive session at 9:45 p.m. to discuss these recommendations. The meeting was re-convened at 10:00 p.m. Mr. Johns noted that the board had previously authorized the filing of an application with Housing and Home Finance Agency for an advance planning loan for a dormitory unit of 500 beds. He suggested that, in view of Dr. Loomis's recommendations, the application be amended to provide for two loans: one for the planning of a 340 bed men's dormitory and one for the planning of a 250 bed women's dormitory. It was moved by Mr. Erickson and seconded by Mrs. Tanke that the comptroller be directed to file amended applications on this basis. The motion was carried.

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Mr. Erickson moved that the following architects be appointed for the following projects:

Men's dormitory - Guller, Gale, Martell and Ericson

Women's dormitory - Carlson and James

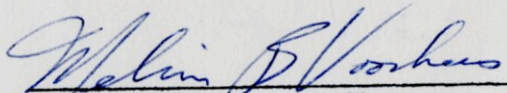
New Student Union Building - Kenneth W. Brooks

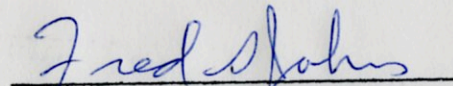
The motion was seconded by Mrs. Tanke and carried.

ADJOURNMENT

It was moved by Mr. Erickson and seconded by Mrs. Tanke that the meeting be adjourned. The motion carried at 10:20 p.m.

APPROVED


Melvin B. Voorhees, Chairman


Fred S. Johns, Secretary

COUNCIL OF PRESIDENTS

University of Washington	Washington State University
Eastern Washington State College	Central Washington State College
Western Washington State College	

Discussion Paper
on a
Plan for Higher Education
for the
State of Washington

September 16, 1964

The Presidents of the five public institutions of higher education in the State of Washington met on September 11, 1964. They took note of the concern in this and many states of the union for the over-all planning and coordination of the efforts of post-high school institutions to meet the growing needs for higher education. An insistent note is the feeling that individual institutional initiative must somehow be supplemented by coordinated and planned inter-institutional action. For instance, in August 1964 major attention was devoted to this subject at the large conference, attended by legislators, public figures, and educators held in conjunction with the annual meeting of the Western Interstate Commission for Higher Education in Boulder, Colorado; in addition, the annual meeting of the American Council on Education of September 30-October 2, 1964 is to be devoted to the theme "Autonomy and Independence, Emerging Systems in Higher Education," the background pamphlet for which contains an article by Lyman A. Glenny on "State Systems and Plans for Higher Education," (pp. 24-42). Most pertinently, the Legislature in the State of Washington demonstrates an increasing interest in planning and coordination for higher education in this State. A legislator active in educational matters, Representative Frank B. Brouillet of Puyallup, while taking advanced graduate work at the University of Washington investigated this subject and published an article pointing directly to the situation in Washington entitled "Coordination of Higher Education" which appears in the University of Washington's College of Education Record for May 1964 (pp. 54-58).

Through the initiative of the Council of Presidents and various working committees appointed by them the five public institutions of Washington to their mutual benefit have voluntarily brought about coordination of their activities in many areas. These efforts to date as described in the attached enclosure have been devoted largely to fiscal, business, and plant aspects of the operations of the institutions.

Against this background, the Presidents were determined to devote their September 11 meeting principally to the cardinal question of educational planning, specifically to a discussion of the coordination of educational activities of the institutions within the framework of post-high school education in the State. While additional aspects remain to be faced, the Presidents concluded that they should submit to their Boards for discussion the propositions which follow, in the conviction that practical circumstances as well as the moral obligation for leadership require full confrontation of this issue of planning and coordination, and hopefully, the possibility of a common and public stand on a plan for higher education in Washington.

The Citizens' Committee Reports submitted to the Legislative Interim Committee on Education in 1960 contain in the introduction to The Report on Education Beyond the High School a preamble to a consideration of a plan for institutions of higher education in the State of Washington as follows:

"Since the end of World War II there has been a mounting number of questions and issues about education beyond the high school. The subcommittee on Education Beyond the High School believes that much of the conflict associated with these questions could be reduced if an effort were made to see the total context of post-high school education against the background of significant changes that have come

within the experience of the past generation. It believes it would be helpful therefore to begin its report with a brief historical summary. This inevitably involves a look at education before graduation from high school as well as education beyond the high school.

"As late as the 1920's, students who graduated from high schools had normally completed a curriculum composed largely of subjects (English, foreign languages, history, geography or social studies in some form, mathematics, and science), which developed and disciplined those skills in verbal and quantitative manipulations which were further cultivated in the courses taught in the then existing colleges. These colleges were almost exclusively four-year institutions with programs of instruction leading to a bachelor's degree. Such junior colleges as existed then tended to be, as the name implied, institutions offering simply the first two-year portion of a four-year institution's academic degree program. In short, the students who actually graduated from high school had completed an essentially academic course which was preparatory to further academic work in the colleges and universities. Successful completion of high school generally implied then a relatively adequate preparation for college work. Indeed, colleges and universities did not themselves appear to exercise a heavy hand in the selection of entering students. The eastern private colleges, largely in association with eastern private schools, had developed a set of admission selection procedures based on the achievement examination system of the College Entrance Examination Board; however, they began to discover that graduates of public high schools in areas of the country outside the orbit of the College Entrance Board Examination system could perform in college as well as "prep school" graduates could. In the 1920's and 1930's, in one eastern institution after another, reliance on College Board exams diminished in favor of what appeared on the surface to be relatively nominal admission standards for high school graduates.

"It is all too often overlooked, however, that a particular kind of selection system was at work which, though submerged, was nonetheless operative. A large part of the selective process for entrance into college was actually taking place within the high school. Students tended to remove themselves from the academic college preparatory curriculum for which they showed either a lack of aptitude or motivation and from which accordingly they derived little profit for their own personal development. Such persons did not appear at all as applicants for college.

"Soon, however, the schools began to develop additional alternatives to the academic curriculum. Courses were designed for those who profited little from the requirements of academic subjects; for "those who do not go to college"; for those who could profit from having their talents developed in courses in manipulative skills, shop work of different kinds, and commercial subjects. Students who showed aptitude and motivations for these subjects could thus prepare themselves for more immediate employment; hence such courses tended to be called "vocational." In the first two decades of the twentieth century,

high percentages of the age group dropped out of high school, some (in spite of the truant officer) prior to the legal school-leaving age, and many at that point. As opportunities for instruction in vocational courses developed, however, more began to remain in high school longer and to reach the point of graduation with a high school diploma. Ultimately, post-high school institutions felt a need to distinguish between those diploma holders who had emphasized college preparatory work in their high school programs and those who did not. As a result, the Carnegie unit system of describing high school subjects began to play a larger role in college admissions statements. Typically this was expressed by the requirement that the prospective student's high school program should include a given number of academic units within the total for high school graduation and should include certain units in particular academic subjects.

"Circumstances have changed profoundly in the last thirty years, and a different situation confronts the schools and colleges of today in connection with post-high school education. Any real grasp of our present problems requires an understanding of these changed circumstances.

"From the beginning of the twentieth century there was a slow but steady rise in the percentage of the age group prolonging its stay within the high school. To accommodate the growing proportion of high school students who did not benefit from the established academic-type courses, the high school began to add the vocational courses referred to above. The Great Depression of the 1930's stepped up the rate of the trend toward retention of higher and higher percentages of the age group within the high school for a longer series of years. In the post-World War II period, the same trend has continued to a point where in 1957, 80 per cent of this age group has remained in the high school to the point of graduation. Under the pressure of this enrollment expansion, the high school has typically become a "comprehensive" school, offering both academic and vocational curricula. The net effect is that the meaning of graduation from high school has slowly but surely altered, creating a situation which requires reassessment in terms of the new conditions which are now confronted in education beyond the high school.

"In essence there are now pressures upon post-high school education which are comparable to those which exerted themselves earlier on the high school. Higher and higher percentages of the post-high school age group are entering and aspiring to enter post-high school education. As high school was once restricted to an academic college preparatory program for students making progress toward academic college preparation, so college until recently was restricted to an academic program for students making progress toward academic degrees. As the high school has become comprehensive in its widened scope, so "college" education for the college years must be seen as comprehensive in its widened scope. Much of the current confusion in discussions of college education stems from a failure to clarify thinking about the functions and objectives of post-high school education, under the altered circumstances of the present. A fact of fundamental importance is that "college education" is not just one thing any longer.

"It has long since been recognized that when virtually the entire high school age population is enrolled in the high school, the school program must adjust itself to the fact of a wide diversity in the native talents, motivations, and levels of performance of students. It is this fact which caused the older established academic programs in high school to be supplemented by other types of courses suited to other skills and other needs. Certainly if differences in student aptitude, motivation, and ability are evident at the level of high school education, they become even more pronounced under the more demanding requirements of post-high school education. Students at this 18-22-year age-level are very close to the point of entry into the responsibilities of adult life (indeed, many of their contemporaries have already entered the work-a-day world). Their educational experience must reflect, if anything more directly than at the level of the schools, the nature of adult life. And in our highly industrialized society, adult life is exceedingly varied and diverse in character, calling for many types of competence and the development of many kinds of talents to high levels of proficiency. Post-high school education should be varied to suit the varied needs of the society it serves. If large percentages of this age group are to be given higher levels of education, educational opportunities must be reasonably suited to the varied kinds of potential of given students, to their particular aptitudes and motivations, and to their prospects for employment in adult life.

"The fact of individual differences then is not to be blinked at. It is accepted in the operations of adult life. It is folly to deny it in schools and colleges. Since individuals do vary in their aptitudes and motivations, educational programs should take into account the fundamental fact that selection is a necessity and should face squarely the question: Which kinds of educational programs seem to aid the development of what kinds of individuals? If this question is not faced squarely, we can expect continued confusion of purpose in discussions of education and the inevitable development of inefficiency in our whole educational process.

"Historically speaking, post-high school education was "higher education" and connoted academic training in degree programs requiring as a minimum a far better than average level of intellectual ability. As a society, we have even more need today than ever before, for our safety as well as our welfare, to continue strong academic programs and to encourage all students with special intellectual talent to develop it to higher levels of proficiency. Given the fact of human variability, however, we have to recognize that by no means does everyone have the potential intellectual ability or the motivation to persevere through an arduous academic course to reach the baccalaureate level of competence, much less to go beyond it to graduate and advanced professional levels of attainment.

"But modern society needs many kinds of talent developed to proficient levels: the academically talented, yes, but also the talents of persons trained in other kinds of endeavors. The increasing complexity of modern urban society, the rapidly evolving technological

base of its entire economy, require more people with more kinds of proficient skills. The diminishing role of unskilled labor means that higher and higher percentages of the population must have more and more training to find their way into the world of modern work. Every year more persons are required with training going beyond the levels which can be provided within the elementary and high school years. Hence, there is more need for more post-high school education to raise the level of proficiency of more persons from the unskilled to the semiskilled, from the semi-skilled to the highly skilled level."

The further development of the basis for a plan for higher education for the State of Washington should rest on recognition of the following propositions:

1. The democratic ideals of America historically have placed great stress on the building of a good society based on a wide social commitment to the provision of educational opportunities for the development of the individual's maximum potential, both for the good of the individual and for the ultimate good of the society.
2. Commitment to this ideal should be maintained for the still larger number of young Americans now in our society.
3. The opportunities presented in fulfillment of this commitment must reflect the present and unfolding characteristics and possibilities of contemporary culture, in particular, the diminishing need for unskilled human labor, and the increasing need for skilled and professional workers whose capacity to serve society must be based on preparation through education ranging from one or two years beyond the high school to a dozen years of formal training beyond the high school, not to speak of subsequent retraining.
4. There is a wide range of individual differences, for individual human beings vary greatly in types of potential ability: in capacity for intellectual abstractions, in manual dexterity, in mechanical insight, in aesthetic and artistic talents, in social sensitivities and relationships.
5. In addition, the actual development of latent talents within individuals is conditioned by differences in their spread of interests, curiosity, energy and drive, capacity for concentration and self-discipline, in their motivation.
6. The realization of an individual's potential at higher and higher levels of competence may be assisted by the presence of educational opportunities designed to assist and encourage individuals in the development and use of their potential. For an ever higher percentage of the population, fuller use of potential requires cultivation through educational opportunity beyond the high school and demands a wide variety of educational functions, each of which in the interests of efficiency should be established qualitatively and in reasonable relationship to other needed functions.

7. The diversity of educational functions needing attention in contemporary society is so great that no single institution can reasonably be an all-purpose institution in the area of post-high school education.
8. Hence, the "open door" philosophy of opportunity for all to develop more fully their potential should be maintained; but given the variety of educational needs which now exists, it should be maintained through the provision of suitable opportunities not in any one institution but among a number of institutions which individually vary in the types and levels of post-high school education which they offer.
9. The effective guidance of individuals toward educational opportunities appropriate to their capacities and motivations requires continuing selection as the experience unfolds: in other words, an admissions policy and a retention policy designed to accord with the particular educational functions performed by a given institution.
10. The differences in age and maturity of post-high school students make inappropriate any concept of compulsory education beyond the high school. The distribution of types of educational experience offered should be appropriate to the variety of opportunities of contemporary culture; this is society's obligation. But attendance and use must be completely voluntary with the burden still remaining on the individual to demonstrate his constructive use of the opportunity; this is the individual's obligation.

The State of Washington in terms of the present distribution of types of public institutions of post-high school education has a happier inheritance than many states. Its universities, state colleges, and community colleges, and technical institutions offer a broad array of desired types of educational experience at a standard of quality which has been steadily upgraded in recent years. This relatively rational coordination of efforts among different types of institutions could soon be lost to the detriment of educational efficiency because of a variety of factors: the pressure of increasing enrollment; the world wide race for knowledge with its demands for people, time, and facilities; the shifting educational requirements for professional, technician, technical, and vocational careers; and the imperative necessity for a large increase in funds available for all of post-high school education. If this good inheritance is to be maintained, there must be a broad public understanding of the different purposes of these institutions and of their complementary relationships within a total framework, as well as a continuing development of institutions in size and number related to the educational needs of the population of the state.

To turn specifically to types of institutions, the state colleges and universities offer at the undergraduate level four-year academic degree programs leading to bachelor's degrees. In the absence in the past of a widespread net of community colleges the four-year institutions have filled a need by offering some vocational and technical courses. To the extent that any of these are still offered, steps should be taken to pass responsibility for them to community colleges so that undergraduate instruction at the four-year institutions will be restricted to academic degree programs only.

As assigned by law, the state colleges offer and should offer at the undergraduate level a curriculum in the liberal arts, including a special emphasis on the preparation of teachers for the schools and certain preprofessional programs suitable for transfer to the universities. They also should offer master's degree programs in selected fields of education and the liberal arts where the strength of their resources permits offerings of high quality. As assigned between and among them by law, the state universities offer and should offer at the undergraduate level curriculums in the liberal arts (including teacher preparation) and in undergraduate professional education, and they also offer and should offer master's, doctor's, and advanced professional degree programs where their resources permit offerings of high quality. As a basis for their instructional responsibilities at the advanced graduate and professional levels, the state universities have and must have primary responsibility among state educational institutions for research and the discovery and advancement of new knowledge.

As assigned by law, community colleges offer and should offer academic courses for freshmen and sophomores in the liberal arts and preprofessional academic degree areas suitable for transfer to four-year institutions granting the bachelor's degrees; and they also offer and should offer vocational and technician level programs immediately applicable to the business, industrial, and agricultural needs of the state.

All three types of state institutions--universities, colleges, and community colleges--offer in areas related to their respective instructional responsibilities courses for the continuing education of adults.

The present assignment of functions leaves to community colleges (and technical institutes) direct responsibility for technician and vocational education. All three types: state universities, state colleges, and community colleges share responsibility for freshman and sophomore instruction in academic type courses. State universities and colleges share responsibility for junior and senior instruction (including those students who have transferred to them from community colleges) and also for master's degree instruction. Universities alone are responsible for doctoral and advanced professional instruction.

It costs an appreciable sum to establish a new community college. Because of the special facilities and staffing required for the two upperclass years and for the fifth year for the Master's degree, it costs still more to establish a new state college. Most expensive of all is the establishment of a new university which entails also the high cost of graduate and research facilities. It follows, therefore, that while for very sound educational reasons four-year undergraduate degree programs should be maintained in universities and state colleges, the distribution of students within each institution should reflect a pattern of use of the institution in which heavier emphasis than formerly will be placed on serving students in those areas for which it is especially responsible. Hence, the universities should expand places relatively for graduate students, advanced professional students, and juniors and seniors by restraints on the number of freshmen and sophomores admitted. The state colleges should expand places for Master's candidates and juniors and seniors by restraints on the number of freshmen and sophomores admitted. The greater use of the resources of the state universities and colleges for levels of academic instruction for which they are uniquely equipped means that they would retain in the future a smaller percentage

of the total number of freshmen and sophomores enrolled in the state's academic degree courses, the larger percentage of freshmen and sophomores being absorbed by an expansion of community college capacity.

To effect a distribution of levels of students among the three types of public institutions which would reflect the highest and best use of the institutions, it is proposed that there be set goals as follows for the years immediately ahead:

For the universities, 40 per cent freshmen and sophomores

60 per cent juniors, seniors, Master's and
Doctor's candidates, and advanced professional
degree candidates

For the state colleges, 50 per cent freshmen and sophomores

50 per cent juniors, seniors, and Master's
degree candidates

There is some variation among the senior institutions in their proximity to this goal; therefore, different time intervals may be needed for the attainment of the goal.

The following table shows the enrollment of freshmen and sophomores at the five institutions in the fall of 1963 and suggests the time intervals which might be needed to achieve the goal on the assumption that each institution could reduce its proportion by three percentage points a year beginning in 1965:

<u>Institution</u>	<u>Freshmen and Sophomores</u>	<u>Goal</u>	<u>Years to Attain Goal</u>
U of W	46.2%	40%	1967
WSU	50.7%	40%	1968
WWSC	53.1%	50%	1966
CWSC	59.3%	50%	1968
EWSC	63.6%	50%	1969

Each institution should be encouraged to move as rapidly as possible toward the achievement of the goal, but it should be left with the administrative responsibility to determine the quotas of freshmen and sophomores to be admitted in relation to transfer and graduate admissions to attain the desired goals.

Since the state universities and colleges offer academic degree programs only and do not offer technician and vocational courses, only those students with better-than-average achievement in academic preparation in high school have a reasonable chance of succeeding in their academic degree courses. Therefore, the minimum high school record allowable for direct admission from high school

to state universities and colleges should be 2.5 and graduation in the top half of the high school class. (Since percentile ranking in class proves to be a convenient measure, the State Board of Education should be asked officially to bring about in the State of Washington, as is the case in many other states, the practice of percentile ranking of high school students.)

Each institution should have the authority to set quotas established to enable it to reach the desired goal in the distribution of students by levels, and each institution should be free to admit those students from among its applicants who are best qualified to succeed in attaining their degree objective. Predictive judgments leading to admission should be based on a combination of factors including grade-point average, percentile ranking in high school, scores on standard scholastic aptitude tests (such as the S.A.T.), scores on academic achievement tests when available, appropriateness of previous academic preparation to the curriculum desired, and recommendations from high school principals, counsellors, or teachers. To make possible better predictions of academic achievement and better counselling of individual students, at the earliest practical time all applicants requesting admission from high school to any public institution should be asked to submit scholastic aptitude test scores.

There is a geographical imbalance in the present distribution of state universities and colleges which deserves correction. Three institutions, Washington State University and Eastern and Central State Colleges, are located east of the Cascades in the area inhabited by one-third of the people of Washington. Two institutions, the University of Washington and Western Washington State College, are located west of the Cascades in the area inhabited by two-thirds of the people of the State, with southwestern Washington, except for a small private religious college, deprived of the presence of any four-year institution. The 1965 Legislature should accordingly be asked to enact legislation to effect the establishment of a board of trustees and an administrative staff with sufficient funds to conduct studies to determine the exact location and to develop plans for another state college in Western Washington. Construction funds could then be voted in 1967, and by 1970 this institution could take its place among the state colleges to share in carrying the burden of growing enrollments.

In the face of growing post-high school enrollments the plan proposed for the state universities and colleges entails a gradual deflection of more first and second year students toward community colleges. In addition to the expansion of many existing community colleges, new community colleges will be needed. In the next years, priority should be given to the establishment of new community colleges especially in those urban areas where there is a large enough population graduating from local schools to bring enrollment quickly to at least a thousand students. Particular attention should be given to the heavily populated counties such as King, Pierce, and Spokane Counties in which, until the law was changed in 1961, public funds could not be spent on community colleges with the result that community college services were hindered in their development.

More use of the state universities and colleges for juniors, seniors, and post baccalaureate students would be encouraged by the development of strong sophomore year academic instruction and the longer retention in community colleges of more students eligible for transfer subsequently to bachelor's programs in the

senior institutions. Even as there should be emphasis in the community college on quality in the first two years of academic instruction, there should be no less emphasis on quality in needed technician and vocational courses so that the total community college program is adjusted to the wide range of student interests implicit in the community college's admission of all high school graduates who apply. Such academic instructional service along with necessary programs in technician and vocational education can be provided at reasonable cost and with adequate concern for standards only as community colleges attain an enrollment of at least a thousand to fifteen hundred students.

The plan proposed thus reveals an increased reliance upon community colleges for freshman and sophomore year instruction with the prospect of the senior institutions receiving from community colleges a larger number of academic transfer students. The senior institutions must have inevitably a greater concern than ever for working with those responsible for assuring the high quality of academic instruction offered by the community colleges. Satisfactory articulation of the academic programs of the community colleges with the state universities and colleges is of prime importance. However, there is not now in existence sufficient consultation between the administration of the senior institutions and the community colleges. At the level of course arrangements and curriculum there is an old pattern of consultation especially among instructors and academic administrators of senior institutions and community colleges, but the quality of an institution's instruction can be substantially influenced by budgetary and personnel practices and decisions stemming from higher administrative levels. The community colleges are still administered largely as extended secondary schools despite the need of relating an important segment of their program to academic higher education. Whereas the administrations of the five senior institutions are engaged in continuous and intensive consultation, there is virtually no communication with the five senior institutions regarding community colleges at the highly significant level of the State Board of Education and the Office of the Superintendent of Public Instruction. In 1960 there was established an advisory committee to the State Board on community college matters of which three Presidents of senior institutions were members. The committee was called together four times in 1961 and once in 1962 in March. No further meetings were called, and it was discharged by the State Board in March 1964. There has thus disappeared during more than two years, so far as the higher institutions are concerned, any procedure to carry out the following provisions of state law:

"The state board of education shall promulgate regulations governing, and make recommendations to the legislature concerning the establishment of community colleges. To aid the board in the promulgation of regulations and recommendations as to the establishment of community colleges, the board shall seek the advice and counsel of representatives of public and private educational institutions, and representatives of public and private educational organizations, and representatives of the people of the State of Washington, as the board deems appropriate, and conduct such surveys of potential program areas as the board deems appropriate. . . . "

RCW 28.84.180

As long as this gap in communications exists, there is bound to be uneasiness in the senior institutions about even greater reliance upon community colleges for freshman and sophomore academic instruction and a serious weakness in the coordination of education beyond the high school.

While the foregoing has concerned itself primarily with coordination of academic instruction, it should not be interpreted as implying any disregard for the importance to our society of technician or vocational education or of the utility of this kind of education for many post-high school students. In most communities such education should be offered as part of the program of community colleges. In those few communities where there is a separate technical institute, its activities should be carefully coordinated with a neighboring community college. The sorting-out function of the community college in guiding students toward academic, technician, or vocational education as their interests, motivations, and capacities suggest should be emphasized as one of the unique services of this type of institution. It is the assignment to community colleges of this wide choice of alternative types of education immediately following high school which makes appropriate the admission to community colleges of any high school graduate who applies, subject to guidance among the types of educational programs offered and retention in accordance with the student's performance.

The basic concepts outlined above could clarify and guide the relationships among state universities, colleges, and community colleges. With experience and with the continuing population studies based thereon, a more sophisticated system of predicting enrollment and of distributing students among educational programs in which they can succeed would develop. Specific recommendations concerning the growth of each existing institution and the establishment of new institutions could be made more objectively from year to year. Doors would be kept open to all those qualified to continue in different types of post-high school education in institutions appropriate to their needs and capacities.

It should be possible for representatives of different institutions to rally around a total program in post-high school education and to argue for the resources needed by the constituent institutions to perform their particular services with a standard of quality helpful to the continuous upgrading of the skills of the people of Washington. The best defense for the growing financial needs of the individual institutions is the presentation and defense of a total plan expressing a public policy for meeting the State's needs for higher education.

August 28, 1964

A Review of the Work of Inter-Institutional Committees Representing the
University of Washington, Washington State University,
Central Washington State College, Eastern Washington
State College, Western Washington State College

As early as the fall of 1961, trends in college enrollment indicated that the institutions of higher learning in the State of Washington faced a critical situation. Not only were more students graduating from high school every year, but a greater percentage of them (more than 25 percent in 1960) were going on to university or college. The total enrollment in our five institutions of higher learning had increased by ten thousand in the previous five years and was expected to increase by almost twice that number in the next five.

Those responsible at each college or university took stock, to find ways to use more completely the available space and equipment, increasing the size of classes and extending class hours through the day; but such measures would provide for only a limited part of the demand. Without additional means, increased numbers could only result in the sacrifice of the quality of education.

It became apparent that the solution lay not in the policies of a single college or university, but in the skillful and unselfish coordination and cooperation of all five. The presidents of the three colleges and the two universities therefore met to establish a basis for discussing their mutual problems. A number of committees were set up, problems were defined, and their investigation opened. This was the beginning of voluntary coordination of higher education in the State of Washington which, although it remains voluntary, has become more systematic as it has developed.

The initial stage consisted largely of surveying what was already being done, exchanging information, and analyzing ways of meeting the challenge ahead. Attempts to exchange information led to development of more uniform methods of reporting, which were refined as the work progressed. Common definitions of terms and standard units for measuring the actual practice as well as the future needs of the different institutions were agreed upon. When necessary information was not available, procedures for reporting were established to make possible more accurate comparison.

Then similarities in the business activities of the institutions suggested that those administrators with like responsibilities should meet to profit by their mutual experience and obtain the advantages that result from cooperative effort. The Business Officers established subcommittees in the principal areas under their jurisdiction to carry out a detailed review of housing, personnel, purchasing, physical plant, and budget and accounting.

Because of the urgent need for increased facilities, equipment, and faculty, the crucial problem is increased financing. The State Legislature,

facing the problem of meeting the total needs of the State, asked for a clearer picture of the operation of each institution in relation to the others. With the cooperation of the Central Budget Agency, a revised pattern of budget program content has been adopted. True, differences in educational aim and in the historical development of the five schools make complete standardization neither possible nor desirable. For example, Washington State University is unique in its program of Veterinary Medicine, as the University of Washington is in its teaching Hospital. But the new procedures will clearly distinguish between those budgetary items that are similar and those that are distinctive.

The budget is presented as a series of programs, each of carefully defined content. In those areas which are comparable, standard units for measuring physical facilities or work performance must be agreed upon, so the figures in each presentation will refer to like things. Not every budget program can be made completely comparable, but general agreement has been reached for all programs, with reliable formulas for staffing, plant maintenance, and staff benefits, in several of the larger programs.

The benefits of cooperation and coordination are, however, by no means limited to budgetary revision. Full discussion of mutual problems by inter-institutional committees has led to a closer working relation with State agencies, and considerable standardization of forms and procedures in purchasing and the letting of contracts has been the result. In all of this the State Purchasing Department and the Division of Engineering and Architecture, Department of General Administration, have given their full help.

In two cases special studies have been made to provide a better basis for recommended action. An outside consultant was brought in to review the personnel systems of the five institutions; and a firm of certified public accountants reviewed housing operations and projected room and board rates over the next ten years.

The work in these committees is continuing. Forms and contracts have been submitted to the Attorney General's office for approval; in the personnel and housing committees, courses of action have been suggested to improve operations and reduce differences to those resulting from real differences in the situation of the five schools. The work of each committee is briefly summarized in this report.

Finally, it appears that substantial benefit for students and the public in service and accommodation will result through inter-institutional discussions about admissions, financial aid, continuing education, and related matters. For example, discussions are under way that should facilitate the transfer of extension credit between the colleges and the universities.

The surprisingly rapid and effective development of voluntary cooperation among institutions of higher learning in the State of Washington has proved to be one of the most hopeful efforts to meet the challenge an expanding population has brought upon our schools. Already it has demonstrated its vitality by providing the Central Budget Agency with a rational means of analyzing the budget presentations of the five institutions, by effecting a considerable standardization of forms and procedures, and by attacking special problems that require a broader point of view than that of a single institution.

The principal committees, whose work is reviewed here, are:

Inter-institutional Committee of Business Officers
 Subcommittees: Architects and Physical Plant Administrators
 Budget, Accounting and Reporting
 Housing Officers
 Personnel Officers
 Purchasing Agents
 Retirement and Insurance Officers
 Space Analysts
 Inter-institutional Committee on Credit Hour Cost Analysis
 Inter-institutional Committee on Student Financial Aids
 Inter-institutional Committee on Extension and Continuing Education

INTER-INSTITUTIONAL COMMITTEE OF BUSINESS OFFICERS

The inter-institutional committee of business officers was established in November, 1962, at the request of the presidents of the five state institutions of higher education and is composed of the principal business officers of each institution. Its purpose is to share information of common interest and to develop uniformity in business policies and procedures insofar as is possible or practical.

After the first meeting it became apparent that subcommittees could better discuss in detail the various areas of common interest. Several were then established, and others have been added from time to time. The subcommittees, which report and make recommendations to the Business Officers, are:

1. Architects and Physical Plant Administrators
2. Budget, Accounting and Reporting
3. Housing Officers
4. Personnel Officers
5. Purchasing Agents
6. Retirement and Insurance Officers
7. Space Analysts

The subcommittees work closely with appropriate state departments (such as the Divisions of Purchasing and of Architecture and Engineering, and the Central Budget Agency) in making reports and recommendations to the Business Officers. Representatives of these departments meet regularly with the subcommittees and participate in all their discussions. In turn, the Business Officers meet regularly with representatives of the Central Budget Agency.

The work of these committees has resulted in the enhancement of coordination and cooperation between the five institutions, as well as between the institutions and the departments and agencies of the State of Washington. Through these committees, procedures within the institutions, and between the institutions and the state agencies, have been improved and clarified. Greater uniformity of policies and procedures has made it possible to make comparisons between the business operations, financial reports and budgets of the institutions.

The following reports of subcommittee activities reflect the cooperation and good relationships which have been achieved under the direction of the inter-institutional committee of business officers.

Architects and Physical Plant Administrators

Working in close cooperation with representatives of the Division of Engineering and Architecture, State of Washington Department of General Administration, this subcommittee has completed a review of all public works construction documents. Some of the documents have been revised, with the approval of the Business Officers' Committee and the Department of General Administration, and have been adopted for uniform use for state public works contracts.

Work on a proposed uniform architectural contract and fee schedule for architectural services for the State of Washington is nearly completed. The subcommittee, representatives of the Department of General Administration, and the Business Officers' Committee have been working with the Washington State Council of Architects. A proposal from the Business Officers is now in the hands of the Washington State Council of Architects.

The subcommittee has also worked with the Department of General Administration on a review of the Public Works Statutes (Chapter 39.04 RCW) and is making proposals for appropriate legislation to bring the procedures required in the statute up-to-date to coincide with current State policies and practices.

In addition, the subcommittee worked with another subcommittee, Budget, Accounting and Reporting, in developing analysis and performance measurements for physical plant maintenance and operations, which have been accepted and are now in use by all the institutions.

Budget, Accounting and Reporting

Since the adoption of Senate Resolution 1963 EX-14, the attention of this subcommittee has been devoted to the Senate's request that the Legislative Budget Committee, the Central Budget Agency, and all five universities and colleges of the state:

1. Cooperate in the improvement of the staffing formulas by which instructional staff are measured and compared; and
2. Determine a more satisfactory basis for defining and classifying the elements of cost in the separate programs to the end that it will be practical to compare the costs of each program of the separate institutions with the same program of the others.

The subcommittee made an initial study of the functional activities contained in each program at each institution and recommended a revised pattern of program content which was approved by the Business Officers' Committee and by the Central Budget Agency, and became effective on July 1, 1963. This represented a major improvement in the consistency of program content among the five institutions. It makes for more exact comparability of budgets and assists greatly in inter-institutional budget analysis.

The studies in response to Senate Resolution EX-14 are nearly completed, and some of the budget analysis and comparison procedures are already in use by the institutions and will be used by the Central Budget Agency in analyzing and comparing the 1965-67 operating budget requests of the institutions. The major areas in which improved budget comparison and analysis procedures have been accomplished are (1) the instructional program, (2) the plant maintenance and operation program, and (3) the staff benefits program.

Housing Officers

On the recommendation of this subcommittee, the five institutions employed a firm of certified public accountants for an independent review of the financial operations of the five housing systems and a projection of the room and board rate structures which will be necessary to finance dormitory construction over the next ten years to meet expanding enrollments. The study has been completed and will be used as a basis for policies to be adopted by the Business Officers and followed by the five institutions in their residence hall operations.

The study has revealed some differences among the current policies of the five institutions. These are being reviewed by the housing officers for the purpose of working toward uniform operating and financial policies insofar as is practical. Because of varying local situations there will always be some differences in rate structure and operating policies, but through inter-institutional cooperation, these differences can be minimized.

Personnel Officers

Under the Civil Service Act of 1961, five separate civil service systems were established in the institutions of higher education. A consultant was employed by the five institutions to assist in formulating rules which would provide uniformity in the operation of the separate systems.

Since the adoption of the original rules, each institution has made some independent revisions to its rules. The inter-institutional subcommittee of personnel officers is reviewing these differences, and the rules in general, in light of three years of operating experience. An outside consultant was employed to assist in this review, and his report is being used as a basis for developing revisions to strengthen and clarify the various rules, and to bring them into agreement again where this is practical.

In addition, the subcommittee has made the studies requested of the various state personnel boards and committees in Senate Resolution 1963 EX-7, which calls for proposed programs to be prepared for presentation to the next session of the legislature, encompassing the following:

1. An analysis of the sick leave policy of the agencies and institutions of the state with recommendations for changes directed toward reducing absenteeism among state employees.
2. An analysis of longevity pay systems presently in use in the agencies and institutions of the state with recommendations for changes directed toward reducing employee turnover.

When the State Personnel Board and the Highway Department Board have completed their studies, a joint report will be prepared for presentation to the legislature.

Purchasing Agents

The inter-institutional subcommittee of purchasing agents from the five institutions has developed good coordination between the institutions and a close working relationship with the State Division of Purchasing. By working with the State Supervisor of Purchasing, the policies and procedures required in the State Purchasing Act of 1959 have been standardized and clarified at both the state level and the institutional level.

The coordination between the institutions and the State Division of Purchasing has resulted in such cost-saving devices as combining certain purchasing requirements into single bids or supply contracts for quantity prices, and agreeing upon standard specifications for items such as automobiles, paint, and office supplies.

Other items which have received attention are equipment inventory policies and procedures, and institutional travel policies.

Retirement and Insurance

This is the most recently organized subcommittee of the Business Officers. The five institutions have exchanged information on their medical and hospital insurance plans, tax-deferred annuity plans, and on possibilities for greater coordination between the institutions on such programs in the future. The option for tax-deferred annuity plans is presently contained in the appropriation act which expires on June 30, 1965. Additional legislation will be required if this option is to continue beyond that date.

Space Analysts

Objectives established by this subcommittee are:

1. Establish common terms and definitions which will enable the five institutions to have a uniform physical facilities inventory.
2. Establish standards (space factors) for various areas such as offices and instructional areas.
3. Establish a uniform criteria for measuring utilization and projecting long-range needs for classrooms and teaching labs.
4. Exchange information with regard to capital outlay projects which require state appropriations.
5. Exchange information with regard to enrollment trends as they affect space needs.

The subcommittee has developed a common terminology, and its recommendations on space standards for planning purposes (faculty offices, clerical offices, conference and seminar rooms, classrooms, and auditoria), building efficiency, methods of measuring utilization, and maximum rates of utilization have been accepted by the Business Officers' Committee. These standards and criteria will greatly assist the institutions in their long-range physical planning and in planning specific capital projects.

The subcommittee has also reviewed, and made recommendations on, the system for measuring utilization which is to be included in the State Plan being developed by the State Commission to implement the Higher Education Facilities Act of 1963.

INTER-INSTITUTIONAL COMMITTEE ON CREDIT HOUR COST ANALYSIS

The first work of this committee was the development of comparable data from which a survey of cost-per-student-credit hour for each course level could be prepared. Significant institutional differences existed to complicate the picture. The information developed was of considerable value for internal administration; but it was felt its use for comparative purposes required a clear understanding of the differences in established roles between the institutions and the necessary resulting differences in practices. A clearer understanding of the different levels of instruction which developed from the analysis has led to a revised procedure in the handling of graduate students at the two universities.

In April of 1962 the committee began considering the formula approach to staffing. Their work in this area has been used in the analysis of the program for Instruction in the revised budget programming.

INTER-INSTITUTIONAL COMMITTEE ON STUDENT FINANCIAL AIDS

In the early work of this committee a standard application form was agreed upon which has been distributed to twenty-two institutions in the State. It was generally understood that scholarships should be awarded primarily on the basis of academic excellence, but that the amount of the stipend should be based on actual need.

In the interests of greater uniformity in the administering of financial aid, the work of the committee has continued through the Washington Council of High School-College Relations, which includes the State Junior Colleges and private schools.

INTER-INSTITUTIONAL COMMITTEE ON EXTENSION AND CONTINUING EDUCATION

This committee set itself the problem of defining acceptable academic standards for extension credit, whether taken in evening classes, by correspondence, or by special programs such as travel tours. As the result of discussion during five meetings, extension officers arrived at a statement of policy in the form of definition of standards for extension credit programs on which they

were substantially agreed. The statement makes explicit the conditions that would be expected to prevail in a soundly run, degree-oriented, extension program. It is understood that the full accomplishment of all conditions at all institutions will require a period of time during which each will have to make changes to bring its programs closer to the desired standards. Such development, however, is an important pre-requisite for the transfer of extension credits among the five institutions.

The committee also initiated action at the University of Washington and Washington State University to increase the flexibility of rules governing transfer of extension credit from the state colleges to the two universities.

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DATE & TIME Sept 25, 1962

[illegible]

WALTER L. ISLE MEMORIAL UNION

BALANCE SHEET

June 30, 1964

ASSETS:Cash:

Student Union Cash	58,352.13	
Petty Cash	<u>815.00</u>	59,167.13

Accounts Receivable:

Bookstore	3,855.99	
Past Due Accounts	150.09	
Food Service	<u>634.66</u>	4,640.74

Equipment Inventory:

Bookstore	8,539.99	
Food Service	40,798.40	
Maintenance	1,775.14	
Building	50,249.22	
Administration	2,023.26	
Bowling and Games	<u>6,485.75</u>	109,871.76

Merchandise Inventory:

Bookstore	71,898.27	
Food Service	<u>3,554.80</u>	75,453.07

TOTAL ASSETS:249,132.70LIABILITIES:Accounts Payable:

Bookstore	28,697.74	
Food Service	1,571.38	
Sales Tax-Bookstore	1,109.86	
Sales Tax-Food Service	311.81	
Sales Tax-Bowling and Games	20.15	
Federal Excise Tax	<u>18.92</u>	31,729.86

Advances by ASB:

Advance for Working Capital	10,000.00	
Bookstore	5,100.90	
Student Services	<u>3,574.74</u>	18,675.64

STUDENT UNION CAPITAL AND RESERVE

Food Service Equipment Reserve	7,820.71	
Student Union Capital Account	185,496.24	
Bookstore Equipment Reserve	<u>5,410.25</u>	198,727.20

TOTAL LIABILITIES AND CAPITAL249,132.70

WALTER W. ISLE MEMORIAL UNION

BOOKSTORE

July 1, 1963 to June 30, 1964

SALES:

Books and Supplies	232,134.40	
Refunds and Returns	<u>7866.56</u>	
Net Sales		224,267.84

Cost of Goods Sold:

Beginning Inventory-7/1/63	70619666	
Purchases	<u>195207.22</u>	
Freight and Postage	2114.30	
Cost of Merchandise	<u>267941.18</u>	
Less: Inventory 6/30/64	<u>71898.27</u>	
Cost of Goods Sold		<u>196042.91</u>

GROSS PROFIT ON SALES

28224.93

OPERATING EXPENSE:

Salaries and Wages	14813.08	
Retirement, OASI, Med. Ins.	1040.55	
Telephone and Telegraph	461.86	
Janitorial Supplies	85.75	
Repair and Maint. Equipment	170.08	
Office Supplies	384.91	
Advertising	405.10	
Insurance	42.42	
Laundry	81.09	
Dues	<u>73.20</u>	
		<u>17558.04</u>

NET OPERATING PROFIT:

10666.89

MISCELLANEOUS INCOME:153.62NET PROFIT: July 1, 1963 to June 30, 196410820.51

WALTER W. ISLE MEMORIAL UNION

FOOD SERVICE

July 1, 1963 to June 30, 1964

SALES:

71,596.45

COST OF GOODS SOLD:

Beginning Inventory-7/1/63	2,653.75	
Purchases	<u>28,524.94</u>	
Cost of Merchandise	31,178.69	
Ending Inventory-6/30/64	<u>3,554.80</u>	<u>27,623.89</u>

GROSS PROFIT ON SALES:

43,972.56

OPERATING EXPENSE:

Salaries and Wages	29,324.96	
Retirement, OASI, Med. Ins.	2,163.76	
Laundry	1,859.83	
Janitorial Supplies	82.22	
Repair and Maint. of Equipment	186.24	
Telephone and Telegraph	15.23	
Operational Supplies	1,742.01	
Office Supplies	91.71	
Insurance	70.95	
Advertising	26.40	
Dues	3.60	
Repair and Maint. of Building	<u>19.97</u>	<u>35,586.88</u>

NET PROFIT: July 1, 1963 to June 30, 1964

8,385.68

WALTER W. ISLE MEMORIAL UNION

BOWLING AND GAMES AREA

July 1, 1963 to June 30, 1964

INCOME:

Bowling	1,293.02	
Billiards	2,726.26	
Table Tennis	452.55	
Miscellaneous Income	<u>1,562.99</u>	6,034.82

OPERATING EXPENSE:

Salaries and Wages	6,416.50	
Retirement, OASI, Med. Ind.	328.69	
AMF Rental	791.12	
Electricity	39.35	
Laundry	123.52	
Repair & Maint. of Equipment	962.53	
Janitorial Supplies	113.87	
Office Supplies	13.35	
Operational Supplies	90.09	
Insurance	48.56	
Advertising	19.80	
Dues	<u>5.20</u>	<u>8,952.58</u>

NET LOSS FROM OPERATIONS

July 1, 1963 to June 30, 1964

2,917.76

WALTER W. ISLE MEMORIAL UNION

STUDENT SERVICES

July 1, 1963 to June 30, 1964

INCOME:

Maintenance Subsidy from ASB

10,093.00

10,093.00

OPERATING EXPENSES:

Salaries and Wages

8,109.32

Retirement, OASI, Med. Ins.

474.42

Laundry

646.11

Janitorial Supplies

1,021.03

Repair and Maint of Equip.

115.42

Office Supplies

3.43

Repair and Maint. of Building

4.58

Insurance

362.46

Dues

28.00

10,764.77

NET LOSS FROM OPERATIONS

671.77

July 1, 1963 to June 30, 1964

EASTERN WASHINGTON STATE COLLEGE

DEPARTMENT OF INDUSTRIAL TECHNOLOGY

(Revised July 1, 1964, at meeting of the Undergraduate Council)

The following program by the Industrial Technology Department offers four options designed to meet the needs of industry, technology and applied science. One option will adequately prepare teachers in similar areas at the junior and senior high school level. The options call for support from the Division of Science and Mathematics and the Department of Business.

Under each of the options in this program, students will have the opportunity to fulfill general college and technology core requirements.

Students choosing the Production, Technical Design or Construction Options will earn the Bachelor of Arts degree. Students completing the Industrial Education Option will have their choice of earning either the Bachelor of Arts degree or the Bachelor of Arts in Education degree. Those desiring to earn a minor in Industrial Technology may do so by completing 30 quarter hours at the option of the Department of Industrial Technology.

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I. GENERAL COLLEGE REQUIREMENTS AND REQUIREMENTS OF MAJORS IN INDUSTRIAL TECHNOLOGY

	<u>Credits</u>
A. General College Requirements:	
ROTC (men only)	9
English 101 and 102	8
Social Science	15
HPE 115	2
P.E. activities	4
Psych. 101	5
Humanities	15
Science (Recommended: Chemistry and/or Physics)	15
	<hr/> 73 credits

B. SUPPORTING TECHNOLOGY CORE
Required of all majors in IT:

English 208. Tech. Report Writing	3
Mathematics*	15
IT 101. Introduction to Industrial Technology	4
IT 170. Introduction to Engineering Design	4

12 credits from the following

IT 260. Wood Products and Processes	(4)
IT 282. Metalworking Technology	(4)
IT 308. Electricity - Electronics	(4)
IT 321. Plastic Materials and Processes	(4)
	<hr/> 38 credits

*Production Option students will take Math. 154, 155 and 157.

C. Options:

	<u>Credits</u>
1. PRODUCTION OPTION:	
Math. 200. Finite Math	5
IT 337. Engineering Graphics & Design	5
IT 336. Production Laboratory	5
Bus. 251 and 252. Accounting	10
Bus. 347. Operations Research	3
Bus. 356. Cost Accounting	5
Bus. 321. Production Management I	5
Bus. 421. Production Management II	5
	<hr/>
	43
General College Requirements	73
Supporting Technology Core	38
Electives	38
	<hr/>
	192 credits

	<u>Credits</u>
2. TECHNICAL DESIGN OPTION:	
IT 337. Engineering Graphics & Design	5
IT 402. Pattern Making, Casting & Machin- ing of Metals	5
IT 410. Industrial Design & Experimentation	5
IT 405. Machine and Tool Design	5
IT 340. Strength of Materials & Testing Laboratory	5
Phy. 350. Elements of Photography	3
Phy. 360. Advanced Photography	3
	<hr/>
	31
General College Requirements	73
Supporting Technology Core	38
Electives	50
	<hr/>
	192 credits

	<u>Credits</u>
3. CONSTRUCTION OPTION:	
IT 337. Engineering Graphics & Design	5
IT 290. Architecture	5
IT 310. Industrial Finishing & Covering	4
IT 301. Construction Materials & Techniques	5
IT 340. Strength of Materials & Test. Lab.	5
IT 462. Industrial Safety Engineering	4
	<hr/>
	28
General College Requirements	73
Supporting Technology Core	38
Electives	53
	<hr/>
	192 credits

Credits

4. INDUSTRIAL EDUCATION OPTION
IT 390. Methods and Techniques in
Technological Education
Electives in Industrial Technology
Professional Education courses

5
15
36

General College Requirements
Supporting Technology Core including 5 hrs. of Math.
Electives

56
73
28
35
192 credits

COURSE DESCRIPTIONS

I.T. 101. INTRODUCTION TO INDUSTRIAL TECHNOLOGY AND PRODUCTION (4). The study of the total field of industrial education including the historical and future development of American technology.

I.T. 170. INTRODUCTION TO ENGINEERING DESIGN (4). Fundamental drafting techniques in conjunction with engineering design considerations.

I.T. 260. WOOD PRODUCTS AND PROCESSES (4). Introduction to processing of wood materials and use of the basic industrial tools and machines. Custom design and fabrication with wood materials and research on industrial technology in processing.

I.T. 282. METALWORKING TECHNOLOGY (4). Laboratory and related technical study in oxyacetylene welding and cutting; electric arc and spot welding; cold forming of metals with mill, shaper, power saws, and drills; forging and heat treating; and hand tool skills.

I.T. 301. CONSTRUCTION MATERIALS AND TECHNIQUES (5). Mechanical and physical properties of the basic materials used in architectural construction. Sources, manufacturing processes, and fabrication of these materials.

I.T. 308. ELECTRICITY AND ELECTRONICS (4). Operation and characteristics of electrical systems and devices; introduction to vacuum tubes, transistors and the application of training aids for instructors.

I.T. 309. INDUSTRIAL ELECTRONICS AND COMMUNICATION (5). Study of basic principles, concepts, and techniques in the industrial application of electronics. (Not to be offered prior to academic year 1965-66)

I.T. 310. INDUSTRIAL FINISHING AND COVERING (4). Composition, properties, and performance of industrial finishes; metallic and organic coatings; management and theory of colors; and new industrial finishing processes.

I.T. 321. PLASTIC MATERIALS AND PROCESSES (4). Materials, equipment, design, techniques of forming, and experimental development with all types of plastic.

I.T. 336. PRODUCTION LABORATORY (5). Application of techniques of production management including plant layout, scheduling, cost accounting, assembly, inspection and quality control.

I.T. 337. ENGINEERING GRAPHICS AND DESIGN (5). Theory and practice in descriptive geometry; and the graphic representation of data including nomography.

I.T. 335. ARCHITECTURE (5). Fundamentals of architectural design and planning.

I.T. 340. STRENGTH OF MATERIALS AND TESTING LABORATORY (5). Stress and strain, axial loading, torsion, bending and laboratory tests of mechanical properties of materials. (Not to be offered prior to academic year 1966-67)

I.T. 344. POWER TECHNOLOGY (5). The design and principles of operation of internal combustion engines and hydraulic and pneumatic systems.

I.T. 345. TECHNICAL ILLUSTRATION (5). Drafting and rendering of illustrations for advertising, catalogs, and service manuals.

I.T. 350. DIVERSIFIED CRAFTS FOR RECREATION AND THERAPY (5). Constructional activities involving the use of wood, metal, leather, plastics, and lapidary crafts.

I.T. 355. ELECTRONIC DRAFTING (4). Practices and principles of schematic development as applied to diagrammatic drafting.

I.T. 365. GRAPHIC ARTS (5). Fundamentals of printing including letter press, planographic, intaglio, typographic design, rubber stamp, and binding processes.

I.T. 390. METHODS AND TECHNIQUES IN TECHNOLOGICAL EDUCATION (5). Methods, techniques, and instructional media in teaching industrial and technical subjects; includes planning of technical facilities.

I.T. 402. PATTERN MAKING, CASTING, AND MACHINING OF METALS (5). Making of patterns to illustrate the principle of draft, shrinkage, finish, warp, core prints. Foundry fundamentals, mechanics, and methods used by foundries in the manufacture of castings. Emphasis is placed on casting design, metal flow, solidification and machine tool operations.

I.T. 405. MACHINE AND TOOL DESIGN (5). Application of the principles of mechanics to problems of design of mechanisms for specific functions. Practical design of tools, jigs, and fixtures. (Not to be offered prior to academic year 1966-67)

I.T. 406. WELDING AND METALLURGY (5). Theory and practice of welding ferrous and non-ferrous metals. Practice in oxyacetylene, electric arc, and inert gas processes. The properties of metals and alloys as related to structure; constitutional diagrams, equilibrant and non-equilibrant conditions. (Not to be offered prior to academic year 1965-66)

I.T. 410. INDUSTRIAL DESIGN AND EXPERIMENTATION (5). Research design problems with emphasis on experimentation with a variety of materials and processes.

I.T. 462. INDUSTRIAL SAFETY ENGINEERING (4). Fundamentals of safety; classification of hazards; accident statistics; organization problems, safety codes; machine guarding; mechanical, electrical, and chemical hazards; ventilation, respiratory and safety devices.

I.T. 465. TECHNICAL STUDIES WORKSHOP (3-5)

I.T. 468. OFFSET LITHOGRAPHY (5). Basic Layout and design, camera work, plate making, press operation, and multiple color layout. (Not to be offered prior to academic year 1967-68)

I.T. 475. INDUSTRIAL ARTS FOR ELEMENTARY TEACHERS (5). Materials, construction processes, techniques, tools and equipment necessary to assist the teacher in stimulating creativity in elementary school children.

I.T. 480. ELECTROMECHANICS (5). Principles of operation and maintenance considerations of electro-mechanical equipment. (Not to be offered prior to academic year 1967-68)

I.T. 499. INDIVIDUAL STUDY IN INDUSTRY AND TECHNOLOGY (3-5). Designed for students who desire to pursue the subject further than that covered in regular courses.

FOR GRADUATE COUNCIL ACTION ONLY

GRADUATE COURSES

I.T. 504. HISTORY AND PHILOSOPHY OF INDUSTRIAL EDUCATION (4). The evolution, development, and present status of industrial education.

I.T. 592. ADMINISTRATION AND SUPERVISION OF INDUSTRIAL EDUCATION (5). Problems and procedures in curricular organization and administration of industrial and technological education. Attention is given to supervisory techniques.

I.T. 599. INDEPENDENT STUDY IN INDUSTRY AND TECHNOLOGY (4-9). Course may be repeated within the nine credits allowed to fulfill student's needs. Prereq.: Consent of instructor.

Eastern Washington State College
Cheney, Washington

August 31, 1964

Mr. Warren A. Bishop
Budget Director
Central Budget Agency
Insurance Building
Olympia, Washington

Re: State Auditor's report of
examination for EWSC for the
1961-62 fiscal year.

Dear Mr. Bishop:

President Patterson has asked me to reply to your letter of July 29, 1964 concerning the State Auditor's report for 1961-62. The following comments relate to the findings or recommendations of the Auditor listed in your letter.

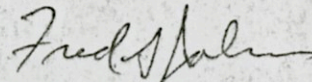
1. "A central physical plant warehouse with adequate inventory and internal control should be established." We have been aware of this need, but have been unable to centralize physical plant inventories storage and control because of the lack of space. The construction of a new industrial arts building has a high priority in our Capital Budget for 1965-67, and this project would release the old industrial arts building for use by the physical plant department, enabling a centralization of storage of supplies. The 1965-67 budget request of the physical plant office includes a storekeeper position, which would enable the implementation of this recommendation. The assistant to the director of the physical plant has been assigned to work on this problem during the coming year in order to accomplish as much as is possible with the present space and personnel limitations.
2. "The receiving warehouse should be utilized to full capacity." The only additional items that could be effectively handled through the warehouse would be janitorial supplies, which are now ordered and stored separately by the physical plant department, the dining hall and the student union. We are investigating the feasibility of consolidating the purchase and storage of janitorial supplies for these three areas.
3. "Further effort should be made to maintain addresses of students having outstanding loans or other debts to the college." We believe that we are doing almost all that could be expected of our existing

Mr. Warren A. Bishop
August 31, 1964
Page 2

staff in the collection of accounts receivable. We do not have a large enough volume of these accounts to warrant the establishment of a credit manager position. However, to implement the auditor's recommendation, we are instituting a procedure whereby we will automatically send the third notice of an unpaid account by certified mail to insure that our notices are getting through to the former student. We will then request the Assistant Attorney General assigned to the college to write a letter. If this fails to produce results, we will at that point, turn the account over to our collection agent.

4. "The two bank accounts for bond redemption in housing and food service and associated students funds should be transferred to the local general fund bank account." We concurred in this recommendation and it has been implemented.

Very truly yours,



Fred S. Johns
Comptroller

FSJ/bl

cc: Dr. Don S. Patterson, President ✓



ALBERT D. ROSELLINI
GOVERNOR

STATE OF WASHINGTON

Office of the Governor

CENTRAL BUDGET AGENCY

Olympia

WARREN A. BISHOP
BUDGET DIRECTOR

July 29, 1964

Dr. Don S. Patterson, President
Eastern Washington State College
Cheney, Washington

SUBJECT: State Auditor's Report of Examination for
Eastern Washington State College for the
Fiscal Period July 1, 1961 to June 30, 1962

Dear Sir:

The subject report of the State Auditor's examination of the records and fiscal affairs of your agency includes findings and recommendations regarding the following items, which are detailed in the accompanying schedule.

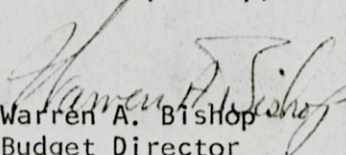
1. A central physical plant warehouse with adequate inventory and internal control should be established.
2. The receiving warehouse should be utilized to full capacity.
3. Further effort should be made to maintain addresses of students having outstanding loans or other debts to the college.
4. The two bank accounts for bond redemption in housing and food service and associated students funds should be transferred to the local general fund bank account.

Under RCW 43.88.160 it is the duty of the Budget Director "- - - to cause corrective action to be taken promptly - - -" for valid exceptions taken by the State Auditor.

It is therefore necessary that you provide to this office information regarding the date and nature of corrective action to be taken for each item with which you concur, and with regard to any findings and recommendations with which you do not concur, any additional data or explanation that should be considered in evaluating such items. The Central Budget Agency is not at this time taking any position relative to the items listed.

In providing this information for each item, please refer to the CBA reference number and provide us with three copies of your response.

Yours very truly,


Warren A. Bishop
Budget Director

WAB:vp

CENTRAL BUDGET AGENCY
EXCEPTIONS TAKEN BY STATE AUDITOR

Agency Code 370 Agency Name Eastern Washington State College

Audit Period July 1, 1961 to June 30, 1962

Folio No. 1908

CEA Ref. No.	Findings or Recommendations	Audit Folio Page No.
1	A central physical plant warehouse with adequate inventory and internal control should be established.	4
2	The receiving warehouse should be utilized to full capacity.	4
3	Further effort should be made to maintain addresses of students having outstanding loans or other debts to the college.	4
4	The two bank accounts for bond redemption in housing and food service and associated students funds should be transferred to the local general fund bank account.	4

KK

Letter dated July 29, 1964

- 5 -

vp